DOCUMENT RESUME

ED 322 737 FL 018 745

AUTHOR Hristova, Rozinka
TITLE Video in English for Specific Purposes.
PUB DATE Mar 90
NOTE 11p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (24th, Dublin, Ireland, March 27-30, 1990).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *English (Second Language); *English for Special Purposes; Foreign Countries; Instructional Effectiveness; Instructional Materials; Second Language Instruction; *Tourism; *Videotape Recordings
IDENTIFIERS *Bulgaria

ABSTRACT

For an English for Specific Purposes (ESP) course to be efficient, the learner and his/her communicative needs should be central in deciding course content and activities. Video can be highly motivating by presenting live instances of communication in the target environment. It is a valuable medium for intensive analysis of visual and nonverbal features of spoken discourse, and effectively stimulates some follow-up work demanding learner participation. Teachers at Bulgaria's Institute for Tourism at Bourgas use video recordings as an integral part of the curriculum for teaching listening comprehension in complete communicative situations. The use of video is also useful in maintaining student interest during intensive language programs. One drawback is the lack of appropriate video material, which tends to fall into three main types: commercially produced videos; videos produced in-house; or authentic material, i.e., recordings of specialist films and of television holiday reports broadcast for English-speaking tourists. Materials will be successful only if they are relevant, are appropriate to the students' language level, can be combined with the textbook or support material, and are of high technical quality. Video use in class varies according to the user's pedagogical aims, students' linguistic and professional competence, and recording type. A three-stage procedure found to be useful involves pre-viewing exercises, activities during several viewings with and without sound, and follow-up activities such as role-playing, project work, or discussion. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R. Hristova
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED322787

Video in English for Specific Purposes

The demands and requirements for English language training in relation to academic studies or successful performance in job-related tasks have resulted in the development of one particular aspect of EFL teaching, namely the teaching of English for Specific Purposes /ESP/. For an ESP course to be efficient, the learner and his communicative needs should be taken as central to the problem of deciding course content and consructing classroom activities. In this respect video can be a highly motivating factor by presenting 'live' instances of communication in the target environment. This is particularly relevant to teaching situations outside Britain where the number of opportunities for the learners to hear authentic language as it is being used for occupational purposes is quite limited. Video is a valuable medium for the intensive analysis of the visual and non-verbal features of spoken discourse. The ESP learner needs to be able to recognize and take advantage of these features which are indispensable aids to understanding in normal face-to-face interaction. Furthermore video effectively stimulates some follow-up activities such as role play, project work or discussion which demand the learner's actual participation.

This paper examines video in the context of ELT in intensive courses for adults in Bulgaria. Its aim is to review the developments taking place in the use of video within a particular ESP framework and to suggest how it can enhance ESP programmes.

FL 018 745

BEST COPY AVAILABLE

Teachers at the Institute for Tourism, Bourgas have not been slow to see the advantages of video when compared with other more conventional teaching aids. Despite difficulties in finding suitable material and problems concerning teacher training, it is becoming an integral part rather than merely a supplementary element of the vocationally oriented courses held there. Video is used with travel agents, guides and hotel employees for developing communicative skills which would enable them to function competently in English when dealing with customers. These skills involve integrated abilities to comprehend authentic speech and to respond accordingly in a set of job-related situations. Therefore video is found particularly helpful in teaching listening comprehension on two levels - extensive and intensive listening. The first level aims to provide practice in listening for the general gist of a spoken message. The visual aspect facilitates global understanding and to some extent compensates for unfamiliar words or structures as it stimulates the learner to interpret the participants' utterances within the total context of the interaction. Judging from classroom observations the second level, however, is probably most relevant in the teaching of ESP. It involves listening for specific words and phrases as a step not only towards reception but to eventual production as well. Tasks for the learner on the intensive listening level focus on worksheet completion and cloze type exercises enabling him to identify and to isolate certain specialist items of language. In this way they also provide supportive material for these items to be put to good use at an ensuing production stage.

Since occupational performance in the target language requires the development of both receptive and productive skills an ESP video should lead to follow-up activities in which the students can practise doing things for themselves after viewing. This aspect of its great potential as a resourse material is still under-exploited. The ability of video to present complete communicative situations similar to those in which the learner will have to operate makes it an excellent way to set up the scene for a simulation or to promote discussion. Thus it becomes possible for the learner to change his role of an observer to that of an active participant in an interaction and only as such will he gain productive oral skills.

At our institute all ESP learners are motivated instrumentally towards learning the language - for them it is a means to achieving professional ends. Intensive teaching - up to 30 hours per week, may, however, bring about a decrease in motivation due to certain monotony and fatigue. Video, integrated into the syllabus, offers a way out of this situation as it provides the group with learning experience that is both useful and enjoyable. It certainly helps the students regain their positive emotional attitude.

One of the main problems involved in video use within the ESP framework is the lack of appropriate video software. Mostly this concerns ELT institutions in non-English speaking countries. The video recordings available at the Institute for Tourism come from various sources and fall into three

main types:

- commercial, ready-made ESP videos;
- in-house produced video films tailored exactly to the Institute's courses;
- authentic material - recordings of specialist films and of domestic television holiday reports, broadcast for English-speaking tourists.

Relevance to the students' communicative needs and interests is the basic criterion that governs the choice of video materials. They should reflect specific identifiable situations from the subject area - the world of travel and tourism, illustrating the way English is used in this industry. However relevant the materials, they will not succeed unless they fit the group's language level and can be combined with the current coursebook or some kind of support material. And last but not least, in order to fulfil its functions successfully the video material should be of a very high technical quality.

The way the video material is handled within the lesson varies widely depending on the pedagogical aims of its use, the students' linguistic and professional competence and the type of the video recording. Generally there are three distinct stages in the exploitation of any ESP video sequence - pre-viewing, viewing and post-viewing. Introductory activities at the first stage are intended to prepare the students for what they are about to hear and view. They may range from a brief statement by the teacher announcing the topic to the pre-teaching of some difficult items or language functions to be heard. The second stage concentrates

on the intensive study of the video programme, focusing on the specific sub-skills the students are developing. Parts of the programme are viewed to exploit the language for its vocabulary, structures, functions and paralinguistic features, to discuss register and to develop a general awareness of the visual component. Parallel with watching the sequence as many times as the teacher sees fit, the learners usually have to complete various viewing tasks designed to direct their attention to important points or to aid comprehension. At the third stage the students are given an opportunity to express themselves in English in situations transferred from the video presentation to their own experience. This stage is meant to consolidate what has been studied, relating it to the students' present interests.

Instead of noting all possible exploitation activities based on a video presentation which is a very unrealistic task anyway, I would like to describe a step by step approach, following the three main stages outlined above. This approach has been tried and found to work, to some degree at least. I'll illustrate it with a sequence from 'Sports Facilities at the Bulgarian Seaside Resorts', a 20 min video film which has been produced at the Institute for Tourism and is therefore integrated with its courses' aims and syllabuses. The film consists of five sequences of thematically related content, bound up by a simple story line. The sequences fit the learners' communicative needs and language level /lower intermediate/ and can be used with different pedagogic purposes - to contextualize new specific language items, to consolidate already known material, to develop communicative skills or

to present models of professional competence. There is no written or audio back up to the film but it can be effectively combined with the ESP coursebook used with the learners - 'Welcome to Bulgaria'.

I have chosen Sequence 1 in which a young foreign tourist, interested in practising sports, goes to a Sports Information Centre and asks the clerk there for some information about sports services offered at the resort. Duration of the sequence - approximately 2 min., objective of the video presentation - to train hotel employees and information clerks in the productive and receptive skills necessary in dealing with tourists - e.g. understanding and using politeness formulae, giving information about sports services and sports facilities available at the resort/ hotel etc.

Pre-viewing

The teacher introduces the topic and asks questions to elicit existing knowledge on the subject, to revise known language and to prepare the students for what they are about to view.

e.g. - What place do sports take in an exciting and active holiday?

- What sports can tourists practise at the Bulgarian seaside resorts?
- What sports facilities are there at your resort/ at your hotel?
- What new sports activities will be introduced this summer?
- Where can tourists get some information about sports facilities, equipment available for hire, prices, etc.?

Viewing

After the students have answered the questions, the teacher announces the video sequence and explains that first it will be shown without sound. In order to involve the students in active viewing the teacher should give them a viewing task, e.g. he/she can set a number of questions beforehand concerning the exact place and participants in the situation, probable topic of conversation and language functions being expressed, what the pictograms represent etc.

First Viewing without Sound

The teacher replays the selected sequence without sound. Silent viewing enables the students to familiarize themselves with the situation, setting and characters as they try to predict the language content of the sequence, focusing their attention on visual clues, paralinguistic features and contextual information.

Second Viewing - with Sound

The video sequence is presented to the group with the soundtrack. The teacher indicates that the learners will not necessarily be expected to understand all they hear - they are to listen extensively, i.e. they should practise following the general direction of the conversation. During this viewing the students also check the conclusions they have reached during the silent viewing.

Third Viewing - with Sound

Intensive study of the video sequence during the third viewing concentrates on two areas:

1. Understanding and answering questions about the sports package deal:

   e.g. This sports package enables you to prepurchase sports facilities at a reduction.

You are given a credit of points which you simply use for the sports facilities and your credit is reduced accordingly.

2. Giving information about sports facilities available for hire at the resort:

e.g. You can cruise round the bays on a hired surf-board for about an hour or si- hours with an advanced booking.

Waterskiing for about 5 minutes can be an enormous pleasure. Waterskis can be hired on the beach.

During this viewing the teacher goes through the selected extract for detailed comprehension and language practice, stopping and repeating small portions of the video sequence as necessary. At the end of this viewing he/she writes on the blackboard the key words and phrases that have been discussed. The students practise listening for exact details and specific words. Since the aim of the intensive study stage is to focus on particular specialist items of language and to enable the learners to use these, viewing tasks should reflect this aim and are therefore designed in the form of worksheets which can be distributed before the third viewing.

Some suggestions for this part of the lesson are:

1. The group is given worksheets containing several questions - right/wrong or multiple-choice, or a grid to be filled in.
2. The students are given a gapped version of the spoken text. Filled in after viewing, it provides support material for language practice at the follow-up stage.

3. The students are given a number of scrambled sentences containing information represented by the pictograms. They have to rearrange them matching statements with pictograms.
4. By using the pause button to stop the programme the teacher creates a situation in which the learners reply to the tourist's questions.
5. The teacher replays the second part of the sequence with the sound off. One or more students takes the role of the information clerk and 'dubs' the speaker on the video, relying on the visual information provided by the pictograms.

Since the sequence has been broken up into parts, it will be helpful to show it once again right through.

Post-Viewing /final stage/

Some possible follow-up activities are:

1. Role play based on the video presentation.

Role 1 Tourist

Ask for information about:

- sports facilities in the resort;
- where to get a sports package and how to use it;
- how to enrol at the wind surfing school.

Role 2 Receptionist/Information clerk

Give as much information as you can about:

- sports facilities in the resort and near your hotel;
- what a sports package includes;
- wind surfing tuition.

Be prepared to quote business hours and prices.

2. Project work.

   The students are given a task to make a folder containing helpful information about sports services. They should collect brochures, advertisements, leaflets and resort maps and discuss in pairs possibilities for practising sports at the resorts or hotels where they work.

3. Discussion - another useful way of following-up study of a short video sequence.

   Questions for discussion:

   - What are the advantages of the sports package?
   - What are the disadvantages of having bought a sports package?
   - Is the system introduced at the resort where you work?

In conclusion, classroom observations indicate that video can make the process of learning both interesting and relevant to the students' needs. A systematic approach to its application in ESP needs to be worked out if video is to be used as effectively as it should be.